

Relationship, Sex and Health Education (RSHE) Policy

APPROVING BODY	HEADTEACHER
DATE APPROVED	JUNE 2026
VERSION	V2
SUPERSEDES VERSION	V1
REVIEW DATE	JUNE 2027
FURTHER INFORMATION / GUIDANCE	<ul style="list-style-type: none">• Education Act 1996• Education Act 2002• Equality Act 2010• Education Act 2011• Children and Social Act 2017

1. Overview

1.1 Aim of the RSHE Curriculum

The aim of the RSHE curriculum is to:

1. Provide a caring, inclusive and respectful environment in which sensitive discussions can take place.
2. Prepare students for the physical, emotional and social changes associated with puberty, relationships and adulthood.
3. Help students develop self-respect, confidence, resilience and empathy.
4. Promote positive attitudes towards healthy relationships, equality and diversity.
5. Equip students with the knowledge and skills needed to stay safe both online and offline.
6. Develop students' understanding of consent, personal boundaries, safeguarding and healthy decision making.
7. Support students in becoming responsible, respectful and active citizens.
8. Prepare students for adult life, including maintaining healthy relationships and understanding sexual health.

2. Statutory Requirements

2.1

Relationships and Sex Education is compulsory in all secondary schools.

2.2

As a secondary academy, we must provide RSHE to all students as outlined in Section 34 of the Children and Social Work Act 2017.

2.3

In teaching RSHE, the academy is required to have regard to guidance issued by the Secretary of State under Section 403 of the Education Act 1996.

2.4

This policy reflects the statutory guidance "Relationships Education, Relationships and Sex Education (RSHE) and Health Education" (DfE, 2019), which became compulsory from September 2020.

2.5

The curriculum also reflects current safeguarding priorities and guidance relating to:

- Online safety
- Child-on-child abuse
- Consent
- Sexual harassment and sexual violence
- Healthy relationships
- Equality and protected characteristics
- Mental wellbeing

3. Policy Development

3.1

This policy has been developed in consultation with staff, students, parents and governors.

3.2

The consultation and development process involved the following:

3.2.1 Review

The PSHE Lead and Link Senior Leader reviewed national guidance, safeguarding updates and local priorities.

3.2.2 Staff Consultation

All staff were given the opportunity to review and contribute to the policy.

3.2.3 Parent and Stakeholder Consultation

Parents and stakeholders were invited to review and comment on the policy and curriculum.

3.2.4 Student Consultation

Student voice activities and focus groups were used to identify the key themes and issues students felt should be included within the RSHE curriculum.

3.2.5 Ratification

Following consultation and amendments, the policy was shared with governors for approval.

4. Definitions

4.1

RSHE is about the emotional, social, physical and cultural development of students. It includes learning about:

- Families and caring relationships
- Friendships and respectful relationships
- Online relationships and media influence
- Mental and physical health
- Puberty and sexual development
- Consent and personal boundaries
- Sexual health and contraception
- Diversity, equality and inclusion
- Personal safety and safeguarding

4.2

RSHE involves a combination of factual information, discussion, reflection and exploration of values.

4.3

RSHE is not about promoting sexual activity or promoting or condemning particular lifestyles or beliefs.

5. RSHE Curriculum

5.1

A broad overview of the RSHE curriculum is available on the school website.

5.2

The curriculum has been designed in line with statutory guidance and follows an age-appropriate spiral curriculum model.

5.3

RSHE focuses on giving young people the information and skills they need to develop healthy, respectful and safe relationships.

5.4 Core Curriculum Themes

The RSHE curriculum is structured around five key statutory areas:

5.4.1 Families and People Who Care for Me

5.4.2 Respectful Relationships, Including Friendships

5.4.3 Online Relationships and Media

5.4.4 Being Safe

5.4.5 Intimate and Sexual Relationships, Including Sexual Health

6. Curriculum Overview by Year Group

6.1 Year 7 – Foundations of Safe Relationships

Focus:

- Puberty and body changes
- Building healthy friendships
- Online safety and internet awareness
- Personal safety and respectful behaviour

6.2 Year 8 – Growing Awareness

Focus:

- Digital safety
- Consent and equality

- Challenging harmful stereotypes
- Healthy masculinity and respectful behaviour

6.3 Year 9 – Relationships and Safeguarding

Focus:

- Consent and power within relationships
- Sexual health and contraception
- Safeguarding risks
- Diversity and inclusion

6.4 Year 10 – Risks, Rights and Health Awareness

Focus:

- Fertility and reproductive health
- Sexual health checks
- Substance misuse and risk-taking
- Online exploitation and illegal image sharing

6.5 Year 11 – Responsibility and Mature Relationships

Focus:

- Healthy adult relationships
- Ethical decision making
- Gender-based violence awareness
- Preparing for adulthood

7. Delivery of RSHE

7.1

RSHE is primarily delivered through the Personal, Social, Health and Economic (PSHE) curriculum.

7.2

Biological aspects of RSHE are taught within the Science curriculum.

7.3

Additional elements linked to values, ethics and beliefs may also be explored through Philosophy, Religion and Ethics (PRE).

7.4

Teaching will be age-appropriate, inclusive and sensitive to the needs of all students.

7.5

Teachers will establish clear expectations and ground rules to ensure discussions are conducted respectfully.

7.6

Where appropriate, external visitors and agencies may contribute to the delivery of the curriculum. All visitors will be appropriately vetted prior to delivery.

8. Roles and Responsibilities

8.1 The Trust

The Trust will monitor the implementation of this policy across academies.

8.2 Governors

Governors will ensure that:

- Provision is regularly reviewed
- The curriculum is effectively led and managed
- Statutory requirements are met

8.3 Headteacher

The Headteacher is responsible for:

- Ensuring RSHE is taught consistently
- Managing requests to withdraw students from non-statutory elements of sex education
- Ensuring appropriate quality assurance and safeguarding procedures are in place

8.4 Staff Responsibilities

Staff are responsible for:

8.4.1

Delivering RSHE in a professional and sensitive manner.

8.4.2

Modelling positive attitudes and respectful behaviour.

8.4.3

Monitoring student progress and engagement.

8.4.4

Responding to individual student needs appropriately.

8.4.5

Maintaining appropriate professional boundaries and safeguarding procedures.

8.5

Staff do not have the right to opt out of teaching RSHE.

8.6

Students are expected to engage respectfully within lessons. Any inappropriate behaviour may result in sanctions in line with the Behaviour Policy.

8.7 Parents and Carers

The Trust acknowledges the important role parents and carers play in educating young people about relationships and health.

Parents and carers will:

- Be informed about curriculum content
- Be able to access curriculum information
- Be given opportunities to provide feedback
- Be able to discuss concerns directly with the school

9. Parents' Right to Withdraw

9.1

Parents have the right to withdraw their child from non-statutory sex education components of RSHE up until three terms before the child turns 16.

9.2

After this point, if the student wishes to receive sex education, the school will make arrangements for this to happen.

9.3

Requests for withdrawal must be made in writing to the Headteacher.

9.4

Alternative supervised work will be provided for students who are withdrawn.

10. Inclusion and Equality

10.1

The RSHE curriculum is inclusive and reflects the diverse nature of modern society.

10.2

Teaching will be sensitive and respectful towards:

- Different family structures
- Protected characteristics
- Cultural and religious backgrounds
- Students with additional needs

10.3

Care will be taken to ensure that no student is disadvantaged or stigmatised due to their personal circumstances.

11. Safeguarding and Confidentiality

11.1

Teachers cannot offer unconditional confidentiality to students.

11.2

If a safeguarding concern arises, staff will follow the school's safeguarding procedures and

report concerns to the Designated Safeguarding Lead.

11.3

Students will be informed of the limits of confidentiality at the beginning of lessons where appropriate.

12. Continued Professional Development

12.1

All staff delivering RSHE will receive appropriate training and professional development.

12.2

Training may include:

- Safeguarding updates
- Handling sensitive discussions
- Equality and diversity
- Online safety
- Current RSHE guidance

12.3

External professionals may also be invited to support staff development.

13. Monitoring, Evaluation and Review

13.1

The delivery of RSHE will be monitored by the Senior Leadership Team and PSHE Lead.

13.2

Student progress and engagement will be monitored through the academy's assessment systems.

13.3

This policy will be reviewed annually by the Link Senior Leader and approved by the Governing Board.

